


OCT - 1 1986

GRADE 3 SCIENCE CURRICULUM SUMMARY

PROCESS SKILLS		Per Cent Emphasis
Observing		15
Measuring		10
Classifying		20
Communicating		15
Inferring		5
Predicting		5
PSYCHOMOTOR SKILLS		Per Cent Emphasis
Manipulating		5
Constructing		5
Special Relations		5
Others		5

CURRICULUM BRANCH



Digitized by the Internet Archive
in 2015

GRADE 3 SCIENCE CURRICULUM SUMMARY

		Per Cent Emphases
PROCESS SKILLS		55
	Observing	13
	Measuring	10
	Classifying	10
	Communicating	12
	Inferring	5
	Predicting	5
PSYCHOMOTOR SKILLS		10
	Manipulating	4
	Constructing	4
	Spatial Relations	2
ATTITUDES		15
	Toward Science	10
	Others	5

CODE: 1 - High Priority
2 - Medium Priority
3 - Low Priority

SUBJECT MATTER		Per Cent Emphases
		20
MATTER AND ENERGY		9
Properties of Objects		3
Properties of Matter		3
Energy		3
LIVING THINGS AND ENVIRONEMNT		9
Living Things		2
Plants and Animals		4
Environment		3
EARTH, SPACE, AND TIME		2
Order and Time		2

PROCESS SKILLS

Priority		Per Cent Emphases
	Observing	
A	- Identifying, using the five senses, properties, or characteristics of objects	
A	- Describing (verbally and in written work) an object on the basis of sensory information	
C	- Describing qualitative changes within objects	13
C	- Distinguishing between observations and inferences	
C	- Describing objects, change, and interaction of objects in the environment	
C	- Making predictions and inferences on the basis of observations	
	Measuring	
A	- Using simple instruments for measurement	
B	- Selecting appropriate devices for measuring	
B	- Collecting data using appropriate measuring devices	
C	- Estimating the measure of an object	
C	- Organizing measurement data into communicable forms, such as graphs, maps, tables, etc.	10
C	- Making comparative measurements - lighter than, heavier than	
C	- Ordering on the basis of comparative measurements	
C	- Using arbitrary measurement units (washers, paper clips, swings of a pendulum)	
C	- Discovering the need for a standard unit	

CODE: A - High Priority
 B - Medium Priority
 C - Low Priority

Priority		Per Cent Emphases
	<p>Classifying</p> <p>A - Identifying the condition or basis of a given classification set</p> <p>A - Applying a self-devised classification scheme to a given set of objects, situations, or events</p> <p>A - Classifying objects according to attributes or properties (color, shape, size, texture, etc.)</p> <p>B - Classifying objects first on one property, then on the basis of two properties, and so on</p> <p>C - Classifying objects, situations, or events according to given, or to self-imposed conditions</p>	10
	<p>Communicating</p> <p>A - Describing verbally the observable properties of objects</p> <p>A - Describing verbally an object as it undergoes change</p> <p>B - Describing observations in written form: simple words, phrases to sentences, paragraphs, reports</p> <p>B - Constructing simple pictographs and bar graphs</p> <p>C - Drawing simple diagrams</p> <p>C - Using written units of measurement and their symbols</p> <p>C - Recording responses by using simple symbols: x's, √'s</p> <p>C - Filling in charts using simple symbols</p>	12

Priority		Per Cent Emphases
	<p>Inferring</p> <p>A - Making observations by using all five senses</p> <p>C - Making as many observations as possible, and choosing only those inferences that account for all observations made</p> <p>C - Testing inferences by making more observations, and revising inferences if additional observations do not support the original inference</p> <p>C - Making and testing inferences when confronted with unfamiliar phenomena</p> <p>C - Applying the inferring process to situations which require direct observations</p> <p>C - Describing objects, situations, and events in written form in reports, etc.</p> <p>C - Using units of measurement, and their symbols, to communicate quantitative observations</p>	5
	<p>Predicting</p> <p>A - Making reasonable predictions that have been based on past experience</p> <p>C - Measuring for accuracy</p> <p>C - Testing the results of a prediction by:</p> <p style="padding-left: 20px;">a. teacher-directed tests</p> <p style="padding-left: 20px;">b. student-constructed tests</p>	5

SUBJECT MATTER

Priority	MATTER AND ENERGY	Per Cent Emphases
A A A	<p>1. Properties of Objects</p> <p>Students will:</p> <ul style="list-style-type: none"> - OBSERVE the properties of objects using their five senses - COMPARE, ORDER, and CLASSIFY objects according to one or more properties - DESCRIBE and RECORD their observations of properties of objects 	3
A A A C A B	<p>2. Properties of Matter</p> <p>Students will:</p> <ul style="list-style-type: none"> - CLASSIFY given materials as solids, liquids, or gases - OBSERVE properties and behavior of solids and CLASSIFY them according to: <ul style="list-style-type: none"> a. metallic - non-metallic b. float - sink c. soluble - insoluble d. magnetic - non-magnetic - OBSERVE samples of liquids and CLASSIFY them according to the degree of properties such as: <ul style="list-style-type: none"> a. color b. transparency to light c. viscosity - OBSERVE and DESCRIBE matter undergoing changes such as freezing, melting, evaporating, heating, cooling - OBSERVE that gases occupy space and exert pressure - MEASURE and compare masses and volumes of samples of matter - DEMONSTRATE various methods of organizing and displaying information gathered 	3

Priority		Per Cent Emphases
	<p>3. Energy</p> <p>Students will:</p> <p>A - NAME, DESCRIBE, and CLASSIFY some sources and forms of energy (heat, light, sound, electricity)</p> <p>A - MEASURE changes in heat energy using a thermometer</p> <p>B - DESCRIBE, COMPARE, and DEMONSTRATE behaviors that conserve energy in their environment</p> <p>C - IDENTIFY the sun as the primary source of the earth's energy</p> <p>A - DESCRIBE and DEMONSTRATE ways we use energy in our daily lives</p>	3

Priority	LIVING THINGS AND ENVIRONMENT	Per Cent Emphases
A A	<p>1. Living Things</p> <p>Students will:</p> <ul style="list-style-type: none"> - CLASSIFY objects as living and non-living - OBSERVE, DESCRIBE, and CLASSIFY living things according to their unique characteristics and behaviors 	2
A A A B C	<p>2. Plants and Animals</p> <p>Students will:</p> <ul style="list-style-type: none"> - CLASSIFY living things as plants or animals - DESCRIBE and CLASSIFY plants and animals in various ways, e.g., locomotion, habitat, groups with common characteristics - OBSERVE, MEASURE, DESCRIBE, and RECORD stages in the growth of plants - OBSERVE and MEASURE characteristics of seeds, e.g., size, shape, dispersal - DESCRIBE proper care of plants and animals, such as pets 	4
A A B	<p>3. Environment</p> <p>Students will:</p> <ul style="list-style-type: none"> - OBSERVE, IDENTIFY, and DESCRIBE those changes in the environment that have resulted from man's activities - INFER the consequences or outcomes of changes, both man-made and natural, which occur in the environment - IDENTIFY various parts of an environment and begin to infer their interdependence 	3

Priority	EARTH, SPACE AND TIME	Per Cent Emphases
<p>A</p> <p>A</p> <p>A</p> <p>C</p>	<p>1. Order and Time</p> <p>Students will:</p> <ul style="list-style-type: none"> - OBSERVE, DESCRIBE, MEASURE, and RECORD changes that occur in their environment - OBSERVE, DESCRIBE, and MEASURE changes that occur over varying periods of time - OBSERVE, DESCRIBE, and ORDER changes that occur in a regular pattern - INFER that observed changes may be classified as reversible 	<p>2</p>

N.L.C. - B.N.C.



3 3286 06841180 6